

COVER SHEET recommendation letters request

Student _____ Counselor/Administrator/Teacher _____

Directions:

- Make an appointment with your Counselor/Administrator letter writer. Discuss college selections and major possibilities.
 - Complete THIS FORM [Form 1] then present with any supplemental materials (forms, pre-stamped and labeled envelopes) needed to complete the process. If the Counselor/Administrator does not already have your portfolio, make sure to provide a file folder with Form 1, Form 2, Form 3, and Personal Statements.
 - Distribute Form 4: Teacher Input for Letters of Recommendation to 4-5 teachers. They will complete them and submit them directly to your letter writer to be added to your portfolio.
- Visit any teacher you are requesting to be a letter writer.
 - Complete THIS FORM [Form 1] then present it with copies of Form 2, Form 3, and any supplemental materials (forms, pre-stamped and labeled envelopes) needed for the teacher to complete the process.

Message to Letter Writer

Teacher Input Sheets

Teacher Input Sheets have been distributed to the following teachers, advisors, and coaches to complete on my behalf.

Application & Recommendation Format

It is most helpful to your letter writer to list schools requiring recommendations in order of the deadline. To ensure timely submissions.

	Common Application Recommendation	Deadline
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

	Online Recommendation (individual school's own form/application)	Deadline
1.	_____	_____
2.	_____	_____

	Mailed Recommendations	Deadline
1.	_____	_____
2.	_____	_____

Other / Comments

PERSONAL INPUT questionnaire

PERSONAL INPUT: Questionnaire for Administrator/Counselor/Teacher Recommendation

Name _____ Student # _____ Date _____

Please complete all questions, and be as detailed as possible. The more information you provide, the more information the administrator/counselor/teacher will be able to share with the university.

Personal Characteristics

How would you describe yourself?

Adjectives—General: Which six adjectives best describe you? (Place an "x" next to the descriptor)

- | | | | | |
|---|--|--|---|---|
| <input type="checkbox"/> Hard working | <input type="checkbox"/> Willing to help | <input type="checkbox"/> Artistic | <input type="checkbox"/> Fun loving | <input type="checkbox"/> Analytical |
| <input type="checkbox"/> Shy | <input type="checkbox"/> Tolerant | <input type="checkbox"/> Strong willed | <input type="checkbox"/> Sociable/outgoing | <input type="checkbox"/> Friendly |
| <input type="checkbox"/> Competitive | <input type="checkbox"/> Good listener | <input type="checkbox"/> Modest | <input type="checkbox"/> Determined | <input type="checkbox"/> Enjoy learning |
| <input type="checkbox"/> Like to be alone | <input type="checkbox"/> Good Speaker | <input type="checkbox"/> Goal oriented | <input type="checkbox"/> Philosophical | <input type="checkbox"/> Creative |
| <input type="checkbox"/> Assertive | <input type="checkbox"/> Sensitive | <input type="checkbox"/> Easygoing | <input type="checkbox"/> Concerned for others | <input type="checkbox"/> Expressive |
| <input type="checkbox"/> Generous | <input type="checkbox"/> Organized | <input type="checkbox"/> Optimistic | <input type="checkbox"/> Interpersonal | <input type="checkbox"/> Logical |
| <input type="checkbox"/> Caring | <input type="checkbox"/> Systematic | <input type="checkbox"/> Like to lead | <input type="checkbox"/> Intrapersonal | <input type="checkbox"/> Doer (kinesthetic) |

How would someone who knows you well, describe you? What are your strengths? What are you good at doing?

What are your limitations? Give an example of how you have shown your greatest strength and/or how you are overcoming your limitations.

How can you be distinguished from other able students in your class (e.g. greatest strength, leadership role, unique characteristics)?

How do you demonstrate leadership skills?

Outside of academics, what do you enjoy or find most challenging? What do you really enjoy doing in your spare time? What was the most significant activity (club, sport, organization, community activity, etc) of which you were involved?

Of what are you most proud? What impact did this activity place upon you?

Is there something about you that cannot be gleaned from the school records (e.g. setbacks, accomplishments)?

Where do you fit amongst your brothers/sisters (e.g. oldest, middle, youngest, only child)?

Who do you admire and respect and why?

Academics

How would you describe yourself academically?

What are your favorite academic interests? Which courses have motivated you and WHY?

How would a teacher describe you as a student in his/her classroom? (please provide examples)

Employment

If you work, where do you currently work and how long have you been employed? What are your duties? What do you do with your income?

Describe your ideal work environment.

Describe any unusual circumstances or challenges you have faced and discuss the ways you have responded to them. If this does not apply to work, describe a moment in your life that has made a significant difference toward your perspective on life?

College

What have you always dreamed you would be when you grew up? What are my goals for the future?

What relatives could influence you in the choice of careers?

If either of your parents graduated from college, which college did they attend, or are you're the first generation to attend college? If applicable, where did/do any of your siblings attend college?

What are you planning to study in college?

Why do you wish to pursue this major or career, and have you had any experience in this field? Why was this experience so important to you?

Is financial aid a factor in your college decision? If so, please explain:

If 45,000 students, who have similar attributes as yours, apply to the same college as you, why should an admissions evaluator select you?

Teacher Recommendations:

- a) Identify which teachers you are requesting recommendations for college acceptance
- b) Explain why you selected these teachers
- c) Identify projects or lessons that impressed you most
- d) Identify contributions you made to this class
- e) Identify and explain any circumstances that affected your performance in this course

Teacher #1: a. _____

b.

c.

d.

e.

Teacher #2: a. _____

b.

c.

d.

e.

Teacher #3: a. _____

b.

c.

d.

e.

Extra-curricular and Personal Activities

Include your prepared resume (Form #3) that includes school related and/or non-school related activities, leadership roles, community service activities, work experience, and any awards or honors for your high school years only.

ACADEMIC RESUME: personal record

NAME

Email

Student ID#

Phone/Text

Academic Highlights | Courses Taken

See school transcript(s) for courses and grade. Identify courses/programs not indicated on transcript

Tests & Scores

Recognition | Honors, Awards & Achievements

Extracurricular Activities

Activity: position(s) held (years or grades) List in order of most current to oldest

Special Conferences, Events

Community Service: Total Service Hours: _____

Internships/Work Experience

Travel Experience

TEACHER INPUT: confidential

TEACHER INPUT for Administrator/Counselor Letters of Recommendation

(Not to be completed by teachers who are writing separate letters of recommendation)

STUDENT SECTION

Students: After you have made the request, send this form electronically to teachers to complete. In the email body text, please list the following information as well as any anecdotal information regarding your experience in the class so the teacher may include these details in the final submission.

	_____	Last Name	_____	First Name	_____
College Application Deadline	_____	Administrator/Counselor to receive form	_____		_____
Date Submitted to Teacher	_____	Teacher Completing Form	_____		_____

TEACHER SECTION:

This information is for the administrator /counselor to write a comprehensive letter of recommendation for selective universities and scholarship programs. Teacher insight makes a tremendous difference in the quality of a finished letter of recommendation. There is space provided for some general observations; however, the administrator /counselor need concrete examples in order to write a more purposeful letter on behalf of the student.

Thank you for your time and input.

Please deliver this form directly to the administrator/counselor listed above, as this form is confidential.

How has this student distinguished himself/herself among the other able students in your class?

(e.g. greatest strength, leadership role, unique characteristics, and products/projects)

General Observations:

Concrete Examples (1-3):

Is there something you know about the student that you would want the administrator/counselor to know that would not be gleaned from the school records? (e.g. setbacks, accomplishments)

TEACHER INPUT for Administrator/Counselor Letters of Recommendation

(Not to be completed by teachers who are writing separate letters of recommendation)

CONFIDENTIAL

The following prompts are a compilation of those currently in use on recommendation forms by a variety of universities and scholarship programs.

Ratings:

How has the student achieved good grades in your class?

- By constant hard work
 By grade consciousness
 By virtue of memory
 By brilliance of mind

Compared to all other students in his/her graduation class regardless of level, how do you rate this student in terms of:

No Basis for Judgment	Descriptor	Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I have ever encountered
<input type="radio"/>	Academic Achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Intellectual Promise/Curiosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Quality of writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Creative, original thought	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Productive class discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Respect accorded by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Disciplined work habits/ Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Emotional Maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Leadership/Influence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Reaction to Setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Reaction to Adversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Interactions with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Interactions with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Independent work ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Team member work ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Concern for Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Self-Confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Initiative/Independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Extracurricular accomplishments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Personal qualities and character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Warmth of Personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Sense of Humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any reservations about the student's character?

- Yes
 No

How strongly do you recommend this student for college?

- With reservation
 Fairly strongly
 Strongly
 Strongest recommendation

Teacher Signature: _____

Teachers: Please deliver this confidential form directly to the specified administrator/counselor noted at the top of the form. Thank you for your time and feedback!